

PROCEEDING



ENGAGING ENGLISH LEARNERS IN
NEGOTIATED LANGUAGE LEARNING

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PREFACE

Welcome to Siliwangi International English Conference (SIEC) 2016 organised by English Education Department, University of Siliwangi.

A rapid move of globalization and a burgeoning impact of *English as Lingua Franca* (ELF) have potentially established and fostered the research issues in second (L2) and foreign (FL) language teaching and learning. However, a dearth of attention has been devoted to second language and foreign language listening and speaking viewed from the learners-centered lens. This notion becomes the point of departure for refining a language teaching and learning to be more innovative and creative. With this in mind, engaging English language learners in negotiated English language learning is the avenue to enlighten the language teachers, learners, researchers, material developers and policymakers in framing their capacities for betterment in a language teacher education.

The current proceeding offers valuable information towards the aforementioned issues. In other words, the selected papers represent the cutting-edge developments, particularly in the realm of second and foreign language learning and teaching in multicultural contexts. Briefly stated, it envisages the readership in a wider interest of investigations, particularly in ESL and EFL settings. More specifically, it enables the pre-service and in-service teachers, teacher trainers and educators, professional development coordinators, administrators and researchers in exploring further about theories and practices in teaching and learning English.

The publication of the SIEC Proceedings has taken a long process for a year involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the SIEC 2016 Conference Proceedings depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

SIEC 2016 Committee
November 2016

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Designing Listening Learning Media Using Adobe Flash

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ABSTRACT

This study describes the process of listening media designing using Adobe Flash for English learning. It aims to encourage the student teachers in designing the attractive listening learning media for elementary students. Narrative design research with qualitative approach was conducted. The data collections were daily journal and open-ended interview. The study showed that designing Adobe Flash-based learning media provided some benefits such as giving the student teachers new knowledge how to design listening learning media using Adobe Flash, building their creativity and imagination, encouraging them to develop the learning material supported by technology and creating innovative and interesting listening learning media. The study contributes to enrich student teachers' skill in designing listening learning media by integrating the technology (Adobe Flash) in the classroom. They are expected to create the listening learning media that is suitable to the learning objective.

Key words: Learning media, listening, Adobe flash

INTRODUCTION

The development of information and technology has grown rapidly in twenty-first century. It can be seen from the high use of mobile phone. It is about 3.15 billion people around the world use it (Koller, Foster, & Wright, 2008). It is not only the high number in using mobile phone but also internet. The evidence shows that it is almost three billion internet users (Kende, 2014). The proliferation of technology also emerges in many forms such as various software and hardware. The enhancement of technology influences almost all aspects including education. The technology deployment alters the education paradigm from traditional instruction to technology-based instruction in the classroom (Mukti & Hwa, 2004). The change occurs because traditional instruction tends to be monotonous, less interactive and communicative. Those conditions lessen students' motivation to learn (Daryanto, 2015). On the other hand, technology-based instruction can attract students' attention and motivate the students because it provides image, audio, or animation.

Teachers are heart of education that they have important role and responsibility to their students at school. They must have content knowledge, skill, and pedagogical knowledge to teach their students by referring to their needs that match to their era (Stanley, 2013) The students who live in 21st century is close to the digital world and face English language challenge in Indonesia. The teachers can't close their eyes to avoid using technology-based learning media in the classroom. They must change their way of thinking, behaving or acting in teaching and learning process so they can equip their students with digital and English language literacy to face their future.

To convey the message from teacher to students effectively and efficiently is required learning media. The learning media is beneficial in learning process because it entices the students to learn. Therefore, it is expected to reach the educational objectives (Daryanto, 2015).

Some previous researches are conducted to meet the educational objectives by using technology-based learning media. (Salim & Tiawa, 2014) identify that students face the problem to analyze and understand the concepts of Engineering Mathematics and are not engaged to learn it. Therefore technology-based learning media using Adobe Flash of engineering mathematics are designed to overcome those problems. Kamilah (2013) also finds that her students have lack of exposure to practice English listening in their class. Their teachers mostly use Bahasa in the class and more concern on teaching them reading and writing skill. They also do not use the attractive learning media. So she applies audio video from YouTube and the result shows that her listening skill improved.

This study aims to complete the previous research undergone by Kamila. She took the learning media from the YouTube to teach students listening skill. In fact, sometimes learning media is not available and mismatch to the learning objective, thus teachers are demanded to develop the learning media that fits to students' characteristics and needs (Arsyad, 2015). It means that teachers must be able to design the learning media (media by design) (Sadiman, et.al, 2014). Thus, this study intends to describe the process of designing learning media using Adobe Flash undertaken by student teachers especially English listening skill for elementary students. Student teachers must be prepared to design technology-based learning media that can be applied in their future classroom.

Literature Review

Listening for young learner

Listening is the process to perceive and understand the meaning. It requires some special attention for the learner when they have listening. There are some factors influencing listening process such as proficiency, memory, attention, age and gender (Brown, 2010).

Age is one of factors that affect the listening process. It means that teaching listening for young learners and adult different. Scott and Lisbeth (2010) explain that listening skill is learnt first by young learners if they have not been able to read. They can listen to learn the foreign language easier by providing pictures, movement, or facial expression because they have special characteristics. The characteristics are they do not have long concentration. They are easily distracted by the environment around them.

Learning Media

Learning media is very important in teaching and learning process. Teachers can enhance students' motivation and meaningful learning by providing some learning media such as film, video, music, story, and so on. The learning media also can be applied to illustrate the concept (Mateer, 2014).

Sanjaya (2006) classifies the learning media into three groups. They are audio, visual, audio-visual learning media. They have different characteristics. Audio learning media emphasizes on sound. Visual learning media focuses on the image. Audio-visual learning media combines sound and image.

Adobe flash software

Adobe Flash is multimedia software that functions to make an animation (Chen, Wang, & Wu, 2009). It can build the interactivity because it provides graph/image, animation, sound and video (Sands, Evans, & Blank, 2010)

Sands, Evans and Blank find that Adobe Flash is interesting to students for all ages. The students are motivated and challenged to use the Flash. The use of Flash is

comparatively easy to use. Suhendi (2009) adds that Adobe Flash is used not only to make animation but also cartoon, tutorial, game and interactive media. It has workspace consisting of title bar, menu bar, timeline, toolbox, stage, properties panel, and library panel. Title bar provides the information about the application that is active. Menu bar comprises choices to make the project. Timeline functions to control the image or sound. The timeline consists of some components such as frame, layer, and playhead. Frame is used to organize and control the object or content that is created. To make a change in timeline uses the keyframe or blank keyframe. A series of frame can be tweened using motion tween. Layer is a panel to organize the movie. Playhead is used to play or view the animation. Toolbox contains some tools to draw, paint, manipulate, and modify objects. It consists of selection tool, drawing tool, view tools, and color tools. Stage is a place that is used to put the object. Property panel shows the document, text, and symbol. Library panel is used to save the object, sound or symbol. The object, sound or symbol can be dragged to the stage.

RESEARCH METHODOLOGY

This study employed narrative research design with qualitative approach. The narrative research design focuses on describing individual or people's stories or experiences. (Creswell, 2008; Pepper & Wildy, 2009). Ary, Jacobs, Sorenson, & Razavieh, (2010) refer the life stories such as teaching experiences using narrative. The stories or experiences were collected and revealed in chronological way. It not only could examine one person but also more than one.

Setting and participants

The data source was six student teachers of Esa Unggul University located in West Jakarta, Indonesia. They were fourth semester with elementary teacher education major. The data consisted of interview transcript and personal journal.

Data collection procedure

This study addressed some steps to collect the data. The steps undertaken were as follows:

- a. Collecting the student teachers' journal telling their chronological experiences in designing listening learning media using Adobe Flash.
- b. Recording the student teachers' interview and transcribing them. The transcription could be used to obtain the information as data analysis.

This study employed more than one instruments to collect the data-personal journals and interview transcriptions. These collection data was called triangulation. Triangulation was the process to collect the data by applying multiple sources. It aimed to build the accurate and credible data. (Creswell, 2008:266

Data analysis and interpretation procedure

After collecting data, the analysis and interpretation data were conducted (Cresswell, 2008:244). Those steps were as follows:

- a. The student teachers' journal and interview transcriptions were used as analysis data.
- b. The data were reduced by selecting the information needed to address the research question.
- c. Those data were interpreted and concluded.

RESEARCH FINDING AND DISCUSSION

Listening learning media was designed by eight student teachers. Their names were Ant, Rza, Dta, Rtr, Dra, Dsta, Ivn, and Lil. They designed the project in pair. From the interview showed that they did not have experience to design the learning media using Adobe Flash before. They knew it when they took "learning media development" course. They developed English lesson for different level-grade 1, 2 and 3. Their topics were alphabet, clothes, things in the classroom and animals. They developed those topics because of some consideration. They thought that the topics were simple and interesting for the students.

Before the student teachers were asked to make their project to design listening learning media, they were given some explanation and exercise about Adobe Flash how to get started using Adobe Flash, recognize the features of Adobe Flash workspace and their functions, draw and paint, control and organize the timeline with its components, and import the music. They made some exercise by giving them some guidelines including the detail steps and pictures provided.

Their personal journal pointed out that they had obstacles from doing exercise to design their project. Rza and Ant faced the problem when they made "Asyiknya bersepeda" exercise because they were late to follow the instruction given. To overcome their problem, they asked to their friends. They made "clothes" topic by drawing using pencil, brush, rectangle, oval, selection, sub selection and paint bucket tool. They used classic tween to move the objects. They recorded their voice, imported and dragged it to the frame. Their problems were difficulty to draw using pad laptop, insert frame, draw the background, and match the sound and image. The worse thing was their finished project was error and they started from beginning. They tried hard to accomplish their problem as soon as possible by consulting to their lecturer and friends. Dta and Rtr were interested to develop "animal" topic by using brush and paint bucket. They did not encounter much problem. They met problems in inserting the recorded voice and painting –always out of picture line. They solved it by installing the format factory and trying to be patient to paint their pictures as well having trial and error to cope their problems. Dra and Dsta decided to design "things in the classroom" topic. They drew some picture; mostly they copied from the internet because they did not have good drawing ability. They ran into many problems. Their laptop was infected by virus and broken. They also met problem in inserting the sound because they had not installed format factory software. They resolved their problem by asking their lecturer and friends to help them. Lil and Ivn focused on "alphabet" topic using brush, paint, onion skin, and line tool. They also imported and dragged the sound they recorded. They had problem in inserting the sound because they did not install the format factory and painting the pictures because of imperfect picture (has slit) so it's hard to paint.

Designing the listening learning media using Adobe Flash is not relatively easy. It is contrary to Sands, Evans and Blank's. They felt exhausting, challenging, and panic when their laptop was error or had virus. They finished their project almost three months.

However, they had a valuable lesson and thought that designing listening learning media was beneficial. They responded that they had new knowledge using Adobe Flash in designing listening media, developed their creativity and imagination, and enhanced learning process by developing learning media.

They designed listening learning media in animation form consisting of audio and visual. Their design considered the elementary students' characteristics in which the student were interested if they listened and watched the animation designed (Scott and Lisbeth, 2010) by considering students' memory, attention, and age (Brown, 2010).

CONCLUSION

Even though the process to design the listening learning media using Adobe Flash is not easy, the student teachers are able to make it. They feel that it is worthy experience for developing their skills and their future class. Their listening media design needs to be evaluated especially in their content such as vocabulary and pronunciation. Therefore, it is required the further research.

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